



1891

# The Normal Offering, Vol. 9, No. 2, Mar. 1891

Bridgewater State Normal School

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## Recommended Citation

Bridgewater State Normal School (1891). *The Normal Offering, Vol. 9, No. 2, Mar. 1891*. Retrieved from [http://vc.bridgew.edu/normal\\_off/16](http://vc.bridgew.edu/normal_off/16)

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MARCH, 1891.



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# NORMAL OFFERING.

A SCHOOL MONTHLY

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Edited and Published monthly during the School Year, by the Lyceum of the  
Bridgewater State Normal School.



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# Normal Offering.

Vol. IX.

State Normal School, Bridgewater, Mass., March, 1891.

No. 2.

## The Normal Offering.

Published monthly during the School Year, by the Lyceum of the  
Bridgewater State Normal School.

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Copies sent by mail, post-paid, on receipt of price by the Business Manager.

The OFFERING is strictly a school paper, and all members of the school are requested to contribute.

Ex-members and graduates of the school are requested to keep us informed of their whereabouts, and of any other items of interest.

Articles for publication should be sent in before the 5th of the month.

Address communications to "THE NORMAL OFFERING," Normal Hall, Bridgewater, Mass.

The Editors reserve the privilege of rejecting any articles which are not deemed satisfactory.

HENRY T. PRATT, Printer, Bridgewater, Mass.

**PROLOGUE.** Spoken by the new Editor-in-Chief, who, conscious of his inexperience and short-comings, desires to express his sincere regret at the loss sustained by the constituency of the OFFERING in the enforced retirement of his immediate predecessor. The fund of power and experience which he brought to the work can not be replaced.

**A**MONG other statements of more or less importance at the foot of the heading of this column is the following: "The OFFERING is strictly a school paper, and all members of the school are requested to contribute." This is not an invitation extended out of courtesy but it is

meant. In a recent number, it was suggested that every member of the school contribute at least one article. We wish that this suggestion might be accepted. The material which would accumulate in that way would very possibly not be all available. However, even if your article was not printed immediately, you would have the practice in English which is in itself of great value. The Normal student by the regular meetings and debates of the Lyceum has constantly kept before him the value of being able to think and talk on his feet. It has seemed to us that possibly a little more attention to writing English would not come amiss. It is true that the opportunities are not as numerous. But everyone can write for the OFFERING and in that way gain power to express himself with the exactness which paper work demands. We hope that many will take advantage of this in the future.

**I**T is now nearly time for base ball to flourish and certain ambitious young men have been seen throwing a ball about. There seems to be a considerable interest in the game among the men of the school, which foretells a successful season.

Last year the team played six games and won four of them. It is true that the opposing teams were not very powerful opponents, but it would be impossible to equal professionals or college teams or those of great schools. The interest then was general, and it appears to have held over to this season.

The available material which is at present in the school is on the whole rather better than last season. All the men who could be depended upon to play at all regularly last year, are still in the school and will, we hope, play. In addition it is understood that several men who did not play regularly last year will come out this season and try for positions. There is also some good material which has entered the school since then and which is anxious to show its skill.



The Athletic Association has made arrangements for the selection of the players by disinterested parties, and this is a movement in the right direction. However, the members of the N. A. A. will do well to remember that in order to carry on a base ball team successfully they must have harmony in their councils. Unless all work together, it will be impossible to have a good playing team and the school interest behind the team will soon be lost, leaving the game where it was two or three years ago.

HE was a bold young man and he was of good repute in the school. He was said to be a good scholar and to give good promise for his future teaching. He came into the school one morning just as the first bell rung. There was a tired look about his countenance and he carried a pile of books some two feet in thickness. Somebody asked him what troubled him, "Test in —." Do you know him?

She was a charming young lady, also of good repute, as a scholar. She had cut all of the morning recitations, and she put in an appearance at 1.30 exactly, looking weary but determined. A friend asked her where she had been, "I have been studying for the test that Mr. So-and-so is going to give us this afternoon in —." Are you also acquainted with her?

There are some of us who are well acquainted with both of them, and seriously speaking is there, or at least ought there to be, any cause for such events? Ought not all of us to be so well up in our studies that we should not need to put in several extra hours of study when a written recitation is announced? And then to hear the groans when the written work comes unheralded, an outsider would think that nine out of every ten of the class had been ordered out to immediate execution. It seems to us that those who do their work thoroughly should have no cause for fear or for extra work on such occasions, and as for those who do not, it may be well for them to remember that "It is uncertain what the day may bring forth."

DURING a short visit to the new building a few days since, we were much impressed with the opportunity for a gymnasium in the

attic. At present the attic is not divided up at all and so is the full size of the building. It is of course very high in some parts which would afford good chances to suspend apparatus. It is not very well lighted and there are the great chimneys and ventilating shafts passing through it, but those disadvantages are more than made up for by the height and length.

AN order has been brought before the school committee of Boston, which provides that all the lady teachers shall give their names exactly as they were christened. It is intended to do away with the various Carries, Nellies, Mamies, and other similar pet names. We trust that it would not affect any graduate of this school.

IT is stated upon good authority that the presiding officer of the Lyceum feels his duties press upon him at no other time with such weight, as when there is a tie vote and he is called upon to decide it. It is possible that he would like a committee to aid him on such occasions. We recommend the Lyceum to consider the lack in this direction.

#### AN APPEAL.

ANY persons who have ever had any experience with our national game are probably aware that in order to carry a club through its season successfully, it is necessary to have some money. In view of this fact, the management of the base ball team desire to say that they would be pleased to receive any financial aid which the alumni of the school may be willing to give. Any contributions from alumni or other friends will be acknowledged in the OFFERING and should be sent to the manager of the team, Fred E. Sears, Normal Hall, Bridgewater.

#### THE DEVELOPMENT OF THE ENGLISH ESSAY.

OF the two divisions of the literature of any people, namely, Poetry and Prose, poetry always stands first in point of time; taking the form of song and narrative during the earliest days of the nation's existence. The first poetry of the English language is represented by the



"Lay of Beowulf," which is the great English epic, and by Caedmon's Poem, which is the first true English poem. As the life of the nation develops, the historian or prose narrator of events takes his place among the founders of the nation's literature. The first English historian was King Alfred, who made the English Chronicle a national history. As the people advance in knowledge, and believe less in the ancient myths and legends, the history becomes more trustworthy, the events being related as they occurred and unaffected by the supernatural element previously existing. As the history of the nation develops, poetry and all forms of prose also become more real and less legendary in character; thus is formed a literature, the extent of which will depend upon the character of the people. Then, and not till then, can the class of writings which we are considering make its appearance, for upon the literature the Essayist depends partly for his material.

The essay was first made popular by Montaigne. At the time when this style of writing reached its highest degree of popularity in England, the term Essay was given to short, clever papers or treatises, written with much finish of style, and dealing with subjects of general interest, such as taste, morality, and philosophy. From the appearance of the Tatler and Spectator this form of writing continued to be a favorite for seventy years.

Essays generally contain many allusions and criticisms derived from literature; that these may be understood by the readers, some acquaintance with literature is necessary, therefore society must be formed and it must be late in the literary history of a country before the essay appears. Certain other qualities are necessary also, that it may attain its object.

Brevity is one of its essential qualities, for the degree of sparkle and brilliancy necessary cannot be sustained throughout a long composition. It must also be critical, polished, the thoughts clear and clearly expressed. Some subject of general interest must be chosen to secure the attention of all readers.

All the essays of the English language may be grouped into several classes.

The first of these classes is represented by essays which are moral, instructive and philo-

sophical. These teach some moral truth or method of philosophical reasoning. The essays which may be considered as belonging to a second class, are political essays; these have for their object political reforms.

In the third class may be placed those essays which are satires upon the manners and customs of the times, their object being social reform.

Next to these come essays which have for the subject the writer himself, his surroundings, habits of life, moods and relations to others. These are interesting on account of the revelation of personal character, and the opportunity given for the study of actual life. In the next class we may place essays which abound in poetry and poetical expressions, which are ornamental rather than practical.

In the historical essay the thought generally centers upon the life of some one person and the other facts are referred to this.

Critical and biographical essays form another class. And last are those which are descriptive and critical, having for their object beauty of form and expression in Art.

These different classes of essays were the results either of a desire to interest and instruct, on the part of such men as Bacon, Carlyle, and Macaulay, or of conditions and needs of the times with writers like Addison and Steele, or of the nature of the writer, as shown in the egotistical writings of Lamb.

The consideration of these several classes shows that there was a regular development in time, and that this development is an evidence of the state of society, religion and education. It will also be found that each form of essay was peculiarly adapted to the times in which it was written and generally exerted an influence for good. In periods of great national emotion a strong and manifest influence is exerted on literature by the powerful currents of thought and action sweeping on through society. Even in quieter times the influence of national political life on literature is very close and very real.

The first of the Essayists, who was also one of the greatest of philosophers, was Lord Francis Bacon. The time during which he lived, the period when the Reformation was taking firm



hold of the hearts of the people of all countries, was a period of great religious earnestness; a simpler faith was taking the place of the old religion. It was Bacon's object to help men to accept this simpler faith; this purpose is evident in his moral essays, the subjects of which are, "Truth, Goodness, Wisdom, Unity in Religion," and like subjects.

The object of Bacon in writing his philosophical essays was to teach a more correct view of the relation to man, and to enlarge man's knowledge of Nature. The method formerly employed in philosophical reasoning was deduction, drawing a particular conclusion from a general statement. Bacon advocates the inductive method in which general statements are derived from particular instances. As a result a few persons began this true study of Nature, and from this small number grew a society for the pursuit of science which still exists as the Royal Society.

Fuller's essays, though not grave and dignified like those of Bacon are instructive and have a pleasing view of humor running through them. The questions upon the solution of which the genius of Bacon and Fuller was employed are but examples of those constantly disturbing men's minds as to whether this or that thing had reached its highest ideal and whether it could not be improved. Locke is prominent in these discussions and wrote several essays on religion and government; in the latter he opposes the divine right of kings and advocates the natural rights of man. His writings had considerable political influence, and helped people to a clear understanding of Church questions which had disturbed England since the Reformation.

While Locke's writings were still influencing politics and religion, the institutions, manners and customs of society were receiving attention from Addison and Steele, who undertook the great work of introducing higher principles and nobler aims into corrupt social life. In 1704, Daniel Defoe, a journalist, had begun to publish a paper called the *Rambler*, whose object was to improve the family and social life of the people; in this Steele saw the very form of writing in which he might best express his desire to improve the condition of mankind; drawing his friend Addison into the work, they published a paper called the

*Tatler*, consisting of a series of essays. This was followed by another, the *Spectator*; both of these were "for the use of the good people of England," and to purify daily life. These papers taught men to love truth and scorn the deceptions of society and encouraged the expression of true, honest, feeling. They awakened a love for Nature and a wide-spread interest in literature and effected many moral reforms.

After the essays, serious and satirical, which have been noticed, had been written, there seems to have been a period of reaction, in which essays lighter, more graceful and ornamental in character were popular. And first among these essayists was Charles Lamb. The character of the man himself is clearly shown in his writings, and for this reason his essays are interesting; also he is one of the few writers whose egotism is not offensive.

Living at the same time with Lamb were two writers, who, although the exact opposites in character still wrote essays which are alike in so many respects that they must be placed in the same class. These writers were William Hazlitt and Leigh Hunt, and their essays are poetical and ornamental, abounding in sentiment and brilliant sayings.

Macaulay's essays were written for an audience which included the whole English people. His simplicity of style is the result of his desire to make others think with him; the English are essentially a practical and progressive people; and Macaulay humors these feelings especially, as he also does the love of country by his outspoken pride in his native land.

Carlyle, "The Censor of the Age," has inspired men with a love for truth and a hatred of false appearances. He shows us that we must do the right steadfastly and manfully, patiently fulfilling the plain simple duty that lies before us; and that the world is improved only by the faithful work of each one. This is the lesson taught by the past, and the only hope for the future.

Ruskin has created a new literature, the literature of Art by his criticisms and descriptions of paintings and architecture. His "Modern Painters" produced a change in the art of painting equalled by that produced in Architecture by his "Seven Lamps of Architecture." It was said of



him, "His pure and severe mind speaks in every line. He writes like a consecrated Priest of the Abstract and the Ideal."

By consideration of this form of writing then, we find that essays are trustworthy evidence of the character of the times and questions affecting national life. The amount of good done by them cannot be estimated, and if essays were not read and studied, much that is most attractive and valuable in English literature would be lost. They help us to form a pure and noble ideal of what men may be and do both in their writings and in their lives. They form a distinct part of the glorious heritage of English literature, a heritage extending as far in the realms of thought as British power over the peoples of the earth, an everlasting monument of England's greatest and noblest, a record of the rapid progress of the nation. May this age of ours be no unworthy successor to the preceding, but may it be an advance in thought and purpose. As the poetess of the nineteenth century says:

"The past is past,  
God lives and lifts his glorious mornings up  
Before the eyes of men awake at last.  
We hurry onward—to extinguish wrong  
With our fresh souls, our younger hope, and God's  
Maturity of purpose. Soon shall we  
Die also! And that then—our periods  
Of Life may round themselves to memory  
As smoothly, as on on our graves the burial sods,  
We must now look to it to excel,  
And bear our age as far unlimited  
By the last landmark, so to be invoked  
By future generations as their Dead."

#### WHAT OF THAT?

Tired! Well, what of that?  
Didst fancy life was spent on beds of ease,  
Fluttering the rose leaves scattered by the breeze?  
Come, rouse! work while it is called today!  
Coward, arise! go forth upon thy way!

Lonely! And what of that!  
Some must be lonely! 'tis not given to all  
To feel a heart responsive rise and fall,  
To blend another life into its own.  
Work may be done in loneliness. Work on.

Dark! Well, and what of that!  
Didst fondly dream the sun would never set?  
Dost fear to lose thy way? Take courage yet!  
Learn thou to walk by faith and not by sight;  
Thy steps will guided be, and guided right.

Hard! Well, but what of that?  
Didst fancy life one summer holiday,  
With lessons none to learn, and naught but play?  
Go, get thee to thy task! Conquer or die!  
It must be learned! Learn it, then, patiently,

#### REMINISCENSES.

I remember very well with what pity I regarded those unfortunate persons who graduated at Bridgewater before my day, as they returned from time to time to visit their Alma Mater. I wondered that they could be so calm, and contented with their lot, when they beheld us, the more favored, receiving the very ripest fruits from the tree of knowledge, in place of the somewhat green and acid article which was dispensed in their day. And as human nature is alike in all ages, I cannot help suspecting that I am now likely to be regarded by you as one

"Sent before my time  
Into this breathing world, scarce half made up  
And that so lamely and unfashionable  
That dogs bark at me as I halt by them; —"

Yet it should seem that one who has made his bow at Bridgewater, clapped his diploma into his pocket and gone forth into the world, and knocked about there for some eighteen years, would have gathered some grains of wisdom that would be of use to young teachers if administered wisely and in proper form. But after all experience is the great teacher, and it is only just now that I have had experience enough to begin to appreciate the plain truths that Mr. Boyden gave us long, long ago.

Mine is the common experience. After a few trials and failures the practical use of "Normal" ideas is derived and the growing teacher settles down to dig out for himself the *true* way. Soon he makes great discoveries—the world hitherto dark and unilluminated is about to be flooded by a new light—the light of the new wisdom. Deeper and deeper he goes, wider and wider becomes his field of vision. At last the great illumination comes; he commits himself to paper. The paper goes forth into the world, and he pauses, breathless, to witness the result.

But, alas! the dear world goes steadily on rolling over and over, matters proceed much as before and the enthusiastic young writer finds on re-



reading his paper that it sounds remarkably like the words of our dear Mr. Boyden, that he has so long neglected and forgotten.

Even in this he illustrates a great principle of teaching and a law that governs all learning and teaching, that it is useless to teach that which is so far in advance of the pupil's experience that he cannot apply it, and of learning that we cannot really learn that which we have no means of applying.

F. H. R. '73.

Go, speed the stars of thought  
On to their shining goals:—  
The sower scatters broad his seed;  
The wheat thou strew'st be souls.

Emerson.

#### IN THE FRENCH REPUBLIC.

THE early part of last June found us in the sunny land of southern France. The land of the vine and the olive, a land in which every product of the earth grows most luxuriantly. Our stay was in the old city of Agen, the chief town of the Department of Lot-and-Garonn. The Departments in France correspond to our counties, though much larger, the area of this Department being about one-fourth the area of Massachusetts, and containing one-fifth the number of inhabitants. This town of Agen is the town in which the courts are held, and where the soldiers are garrisoned. It is a very picturesque and interesting old town with a population of 23,000 people. Some of its streets and buildings are more than a thousand years old. These old streets are narrow and crooked, some without sidewalks and many of the houses are built so low that the first floor is some inches below the street, which is true of many old houses both in England and France. The building material in this part of France is almost wholly a cream colored sandstone, which gives the newer buildings a bright, clean and cheerful appearance. A large building for the college in process of erection here is of this stone, and ornamented with mottled brick like the trimmings of our new building.

The modern streets are wide and bordered with trees. The large court house or "Palace of Justice," and the dwellings of the officers of the garrison on the opposite side of the park from

our stopping place are fine buildings with very rich architectural ornamentation.

We are never allowed to lose sight of the fact that France is a Republic for facing us in large characters upon all the more important public buildings we read,—“Liberty, Equality, Fraternity,”—yet a garrison of soldiers is stationed in the chief town of each Department, and parades the streets nearly every day with banners and music. This creates and keeps alive a martial spirit and throws a glamour over the life of a soldier, as it is doubtless intended to do, for every young man when he comes to the age for enlistment is enrolled in the army and must serve three years. “Three years are contributed from his profession, his useful labor, his prospects.”

Liberty, Equality, and Fraternity to those who all their lives until within a score of years have known no liberty but the will of tyranny, and no equality or brotherhood but *caste* as rigid and unchangeable as the “laws of the Medes and Persians,” cannot mean what it means to us who have inherited it for generations.

In each of the eighty-seven Departments into which France is divided, there is a Normal school, and no teacher is permitted to teach in the public schools, now everywhere established, without a certificate of graduation from a Normal school. The course of instruction in the Normal school is three years, and the candidates, if men, must be between eighteen and twenty-four years of age. On entering the Normal school the students must promise to teach ten years at least, and if the pledge is not broken they are exempted from military service. But the three years of idle life, and the admiration which the soldier receives from all classes of the people is a strong temptation to them. Teachers and students board and room in the institution at the cost of the government. The salaries of teachers in France vary from \$120. to \$240. in the lower grades, to \$240. to \$560. in the upper, exclusive of board, which is at the expense of the community. After twenty-five years of service teachers receive a pension of from \$100. to \$200. and can ride for half fare on all state railroads.

The Normal schools for the Department of Lot-and-Garonn are in this town of Agen. There is a school for men and one for women. The sexes



are not taught together in any except the kindergarten grades.

We desired to visit the Normal schools and by presenting credentials from the Governor and other officials of our State to the "Inspector of Schools for the Department," permission was granted to visit both the Normal Schools. No visitor is allowed in the schools without such permission.

On the morning of June 10th we, with our host—who is a graduate of Bridgewater Normal School, and now a professor in the College of Agen,—and his pleasant wife, took a carriage and drove to the Normal school for men, which is held in an old monastery upon a high plateau two miles out of town. Our way wound up the long ascent, past gardens and vineyards, to the extensive grounds belonging to the school which are kept in a high state of cultivation by the students.

We were received very cordially by M. Monti, the "Director," who showed us all the departments of the school work. The schoolrooms and studyrooms are bare, and dreary looking. The students sit upon benches without backs, with a long narrow desk in front. The only blackboard was a portable one, with a rag for an eraser. In the drawing room they held their drawing boards upon their knees with one hand and drew with the other, except that some of them had provided themselves with a small portable stand for their boards. But their work was good and as advanced as in any of our own well-furnished schools. We were shown drawings which had taken prizes at the last Paris exposition.

The teacher of drawing was also teacher in mathematics and science, a man of wonderful facility and power. He had a *genius* for teaching. We saw him teaching a class in arithmetic and he seemed equally skillful in each department, and inspired his pupils with his own enthusiasm. The Industrial laboratory was well equipped, and we saw some nice work. They make apparatus for other departments, as in our schools. It is difficult to get wood for their work in this region, and the students seek work from builders in the town and make doors, shutters, and any kind of work which they can do, to get wood for their school work.

In the practice school the young men were teaching the little peasant boys of the immediate vicinity. The Principal of this department had been there twelve years, and he was an enthusiast. The young men from the Normal school were doing such work as is done in our best kindergartens and primary schools. The Principal showed us work that the children had done in weaving, form-making, drawing, and writing, and it would compare favorably with our own best schools. The first work to be done, as in all the public schools for peasant children, is to teach them the French language, for the peasants, and the lower classes in cities and towns have received no school education and do not speak the French language but a patois or dialect, and as the children hear and speak this dialect constantly at home, it is very difficult to create the habit of speaking correctly, for we must remember it is only during the last twelve or fifteen years that free public schools for all have been established in France.

The dining-room of the students was a dark, bare room with stone floor, the tables were bare, and the seats were long backless benches as in the schoolrooms. The "Bill of Fare" for the term hung upon the wall. For Breakfast, bread and vegetable soup. Dinner, soup, a specified quantity of fish or meat, bread and one kind of vegetable. Supper, bread, with occasionally cheese. No butter or desserts ever come into the fare.

The young men, thirty-nine in number, cultivate the farm, raise vegetables for their own use, and grapes, small fruits, and flowers for the market. There were grounds set apart for games also. The students seemed very happy and proud of their school. We were much pleased with the spirit of the Director, and the good work he is doing, and it is by such schools as this that France is making of herself a true Republic.

I. W. C. B.

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THIS year the *Youths' Companion* has introduced a new department headed, "Suggestions." Five or six questions or hints are given in connection with each subject selected, and many will be found helpful in regular class-work or in suggesting topics for general exercises.



## A MARCH STORM.

The wind-fiend is now abroad,  
Hear him howl through the old elm trees!  
And he dashes the rain against the pane  
Till I'm filled with a nameless dread.

The earth is of a sodden gray,  
The sky is of darkest lead,  
And the air is filled with the work of the fiend,  
The rain all broken to spray.

And my mind will never rest  
I must think of my wasted youth  
Of the days I have spent in idle ease,  
And my fruitless search after truth.

Must my dreary life go on,  
Through many a cold March storm,  
Till I'm old and weak like that tattered leaf  
Out in the wind and the storm?

Has the chill from the wind and rain,  
Of the March in which I was born,  
Entered my being's core,  
And chilled my heart forlorn?

March-wind you have done your work!  
In the years since you gave me birth,  
For my life is tinged with the darkest gray  
Such as now you make the earth.

M. A. C.

## SPELLING REFORM.

WE noticed in English Literature the great strides of the English speaking people, and the thought of the majority was, that the English language was rapidly becoming the one universal language of the human race. And farther that half the children in our public schools today will live to see the English speaking people ruling, directly or indirectly, the whole globe, and giving laws to all the nations.

Happening across an article that affects and may partially hinder this, I will bring it before the readers of the OFFERING. "Whatever of evil there may be in this race, by far the best there is in mankind is in it; and in whatever makes for the uplift of mankind it far surpasses every other race on the earth except the Jews, and some day they will join in, but their numbers by themselves are too small to count. The domination of our race is the imposing of the best there is in the human race upon all the rest of mankind. Now to effect this our language must become universal."

Now there is one great obstacle to this most desirable result,—that English should become the universal language, and that is its absurd spelling. No matter how it came, our spelling is utterly absurd.

If only our sense of humor could wake up to the actual state of the case we would laugh ourselves to scorn, but it is not only absurd, it is an almost if not quite insurmountable obstacle to the language becoming universal.

I set this absurdity before you in the doggerel which I have made and give you below. Here are twice four words, all of them spelled exactly alike in the final vowel sound, yet pronounced four different ways. Absolutely the same identical letters pronounced *four different ways*.

O do not keep that awful cough,  
But take of medicine enough,  
That you may ride the sulky plough,  
And raise the wheat to make the dough,  
Then, standing by the water trough,  
Behold a buzzard gaunt and tough,  
Aswinging on a swaying bough,  
Whose gristly form is named, Although.

When our race becomes fullgrown it will put away such boyish spelling; and it would be well for the youth in our schools to make it one of their high ambitions to press on and carry our whole people with them to that grand fullgrowth. To establish spelling reform, and give to us one letter for each sound is to effect the greatest reform which is open concerning our language, and the most beneficent concerning human speech to the whole human race.

J. S. HAYES.

## THE ATHLETIC ASSOCIATION.

THE Athletic Association met on Feb. 16. The business of the meeting was to consider the various amendments to the constitution which were offered at the last meeting held last term. These amendments were all adopted after considerable discussion. There was some opposition and some of them were slightly changed. Other amendments were offered to be acted upon at some future meeting. The amendments passed all relate to base ball and provide for the selection of a committee of three disinterested persons who shall, after viewing candidates in practice,



select the eleven men whom they consider most skillful. From these eleven men the nine players for any game shall be chosen. The eleven men shall choose one of their number to act as captain. At another meeting held on February 17, the following were chosen as the committee to select the players, Mr. F. F. Murdock from the Faculty F. B. Thompson, '91, and L. Hatch, '91. One amendment that was proposed that the number of picked men be nine instead of eleven.

#### DEPARTMENTS.

##### GENERAL EXERCISE.

DURING the present half-term the general exercises of the school have not been devoted to any one subject in particular, but being chiefly of a suggestive character, have touched upon several matters of interest.

At the beginning of the term Mr. Boyden gave us many helpful suggestions in regard to our methods of work, keeping our note-books, and planning our time for study and recreation. A few health talks supplemented by selections from Dr. Munger's "On the Threshold," have been very much appreciated. Arithmetic problems, questions in general geography, points in civil Government suggested by town-meeting day, have been not only valuable in themselves, but have furnished us some hints in regard to our own work in this line.

Feb. 22d, Mr. Boyden read a chapter from Irving's "Life of Washington," drawing from it the lesson that each moment we are preparing for our life work about which, at the present, we may know nothing.

##### INDUSTRIAL LABORATORY.

THOSE who have not visited us recently may be interested to learn that the work-room of this department, occupying at present the basement of the chemical and physical laboratory, will not be removed from that place when the school takes possession of the new building. The room is well lighted and presents a very clean and orderly appearance. There are now accommodations for sixteen pupils at the benches, and the lately added blackboards and chairs with extended arms for rests when writing, have greatly increased the facilities for recitation work.

The outline of the course has been carefully rearranged and extended by Mr. Shaw, and was put into use last fall. The objects constructed in this department have also been rearranged and now form, as stated in the outline, a "progressive series according to the difficulty of execution."

Last term collections of nails were made by the pupils in addition to the regular work, and considerable attention was given by them to the study of the common woods of Massachusetts. The distinguishing characteristics, such as the bark, flower, fruit, grain, etc., were obtained and mounted on small tablets. They form a very interesting collection and one which is of the greatest use in the laboratory.

##### LYCEUM.

FEB. 13th, a very interesting lecture was delivered before the Lyceum, the subject being, "A Trip toward Siberia as an Exile."

The program for the Lyceum held Feb. 27, was as follows:

Piano Duet,	Miss Blaikie and Mr. Parsons
Song,	Mr. Leonard
Violin Solo,	Miss Doten
Reading,	Miss Chaplin
Instrumental Duet,	Messrs. { Leonard
	{ Townsend
Debate,—A mock-session of U. S. Senate to consider the Federal Election Bill.	

At the close of the short recess granted the Lyceum before the debate, President Adams called the members of the Senate to order. After the roll was called by one of the secretaries, and several items of business of minor importance were transacted, the Honorable Senate proceeded to the order of the day.

The members seemed to be equally divided as to the merits of the bill, for after able arguments on both sides, the vote passed by them proved a tie, and the president was called upon to decide the question which he did by casting his vote in the affirmative. The Senate was then declared adjourned.

The mock session proved to be, not only a very entertaining feature of the evening's program, but also an instructive one, giving, as it did, some idea of the manner in which business is transacted in the Senate.



Program for Lyceum, Mar. 11, 1891:  
 Vocal Duet, Misses Phillips and Nickerson  
 Selection, B. H. S. Quartette  
 Reading, Mr. Harriman  
 Song, Mr. Drake  
 Piano Solo, Miss Blaikie  
 Debate,—Resolved: That National Prohibition is  
 the best means of restricting the liquor  
 traffic in the United States.

The debate was opened by Mr. Jackman, followed by Mr. M. C. Leonard. The following persons spoke in general debate, Mr. Kirmayer, Mr. H. C. Leonard, Mr. Fallon and Mr. Jones. Mr. A. F. King then closed the affirmative, and Mr. McGrath the negative. The resolution was adopted, the vote standing 16 to 7.

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#### PERSONALS.

- '90. Miss Inez Libbey is teaching in Chelsea.
- Mrs. Alice Freeman Palmer has visited the school this month.
- '90. Miss Chrissie O. White is expected home from the West.
- Miss Hattie Dean is taking the Kindergarten course at Chauncy Hall.
- '90. Miss Margaret Orr is teaching in a primary school in Somerville.
- Miss Alice Estes who has been home sick for a number of weeks, has returned to school.
- Miss Sarah Bradley, a former member of the school, died at her home in North Adams, March 9th.
- '90. We are pleased to learn of the success of Minnie A. French as a primary teacher in Braintree.
- '91. Miss Eleanor A. Barbey is teaching in the third grade in the Wellington Primary school, Cambridge.
- '91. Mr. Frank H. Dame, who returned to the school for an advanced course, leaves to accept a position in Topsfield.

—We understand that Miss Jillson of the Junior class was Editor-in-Chief of the High school paper in Orange prior to her coming here.

—Miss Mary S. Brown, a member of the Junior class, died in Middleboro', March 4th. Four members of her class attended the funeral.

—Dr. Stone of Springfield, has visited us this month. At the close of the afternoon session, he gave a short but very interesting talk.

—The names of Dora M. Wiggin of Haverhill and Lulu Brown of Quincy were omitted from the list of the entering class in last month's paper.

—Among the visitors noticed on Washington's Birthday were Mrs. Dr. Shaw, Misses Lila Childs, Clara Eaton, Etta Chapman, May Cole, and Mr. M. H. Jackson.

#### LOCALS.

"Where are you going, my pretty maid?"  
 "I'm going to sneeze, kind sir," she said,  
 "And at whom will you sneeze, my pretty maid?"  
 "Atchooe! atchooe! kind sir," she said.

—Our Junior class in mineralogy is said to be making excellent progress, one member has even discovered a new mineral which he calls cal-copyrite.

—Teacher (in Psychology class): "What kind of a place would this earth be without man?"

Young lady: "I should call it a very poor place to live in."

—The process of evolution from a bonnet to a statesman is simple and sure—the bonnets become the women, the women are leading men, and our leading men are statesmen.

—It is said that a certain enterprising member of the Junior class is trying to add an extra line and space to the staff in Music. He probably needs more space for his genius.

—In the class in Virgil it was decided to be better to translate "arma" deeds rather than feats, since the latter would make seven feet to the line which would destroy the meter.

—Teacher: "William you may spell Ben Jonson."

William: "B-e-n ben, j-o-n jon, benjon, s-o-n son, Benjonson."

And this really happened in a Normal school.



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—It will pay to advertise. The *Acadian* says, "Doubtless Job would have had more patients if he had advertised."

—It is reported that the advanced section in English Literature, or a portion of it at least, has been engaged in the study of the works of that eminent British author, the Marquis of Queensbury. Unless we have been misinformed, the works of the Marquis are studied more for scientific purposes than as models of English.

—Teacher (trying to bring out difference between face and side): "What is this? (indicating his own face.)

Scholar: "A face."

Teacher: "Yes, but what kind of a face!"

Scholar: "A plane face."

Teacher: "Granted, but could you not call it a sur-face." (sir face.)

—Dear OFFERING:

There is a young man in the advanced section in chemistry, who is much troubled by the rapidity with which his test-tubes disappear. He has brooded over this matter so much of late, that one night recently he had a dream. He dreamed that somebody offered to sell him tests at 00% off from the regular price. He resolved to buy twelve and control the market, but the seller tried to pass off two lamp chimneys for test-tubes and in the dispute which followed, the dreamer was awakened.

Truthful James.

—If you stick a stick across a stick

Or stick a cross across a stick

Or cross a stick across a stick

Or stick a cross across a cross

Or cross a cross across a stick

Or cross a cross across a cross

Or stick a cross stick across a stick

Or stick a crossed stick across a crossed stick

Or cross a crossed stick across a cross

Or cross a crossed stick across a stick

Or cross a crossed stick across a crossed stick,

Would that be an acrostic? *Christian Union.*

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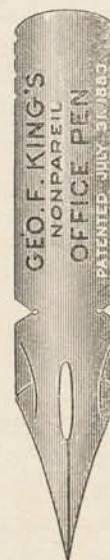
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